

Eighty-Seventh Annual Report
of the
South Carolina School
for the Deaf and
the Blind

CEDAR SPRING, S. C.

1935



PRINTED UNDER THE DIRECTION OF THE
JOINT COMMITTEE ON PRINTING
GENERAL ASSEMBLY OF SOUTH CAROLINA

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BOARD OF COMMISSIONERS

J. N. HOLCOMBE, Chairman
S. C. HODGES, HORACE L. BOMAR, ARTHUR F. CLEVELAND and
J. H. HOPE, *Ex-Officio*

LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Cedar Spring, S. C., September 5, 1935.

*Hon. J. H. Hope, State Superintendent of Education,
Columbia, S. C.*

Honored Sir: I have the honor to transmit herewith to you, and through you to the people of our State, the eighty-seventh annual report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1934, to June 30, 1935, inclusive.

I wish to call special attention to the urgent request in Mr. Walker's report for the money to erect a new Industrial Trades Building. The condition of the old building makes it imperative that a new building be erected at once if we are to continue this type of work at Cedar Spring. I cannot believe that the people of South Carolina wish their deaf and blind children sent out into the world without expert industrial training by means of which they can secure a livelihood. I trust that the General Assembly will take care of this very modest but very urgent request.

Respectfully submitted,

J. N. HOLCOMBE, *Chairman.*

SUPERINTENDENT'S REPORT

*To the Board of Commissioners of the South Carolina School
for the Deaf and the Blind:*

Gentlemen: This is the fifth annual report which I have had the pleasure of submitting to you. During these years the school has been going through a very trying period. Today we seem to be emerging from that period and we are facing the future with hope and confidence. The past year has been a succession of improvements and changes. In making these improvements and changes we have not lost sight of the traditions of former years or of the guiding principles which have caused this school to be respected throughout the State. In all, there have been two major objectives, the first to offer our boys and girls an educational program second to none in the United States and the second to make Cedar Spring a friendly school where our boys and girls may lead normal and happy lives.

The first changes which we wish to discuss are several which are connected with the educational program of the school. For years we have had in use here a very elaborate system of merits and demerits. As the school grew larger it became more and more complicated and less and less effective. In its place we have introduced a very simple system which employs such methods of correction as are in use in the modern home. In the past all children above the third grade have spent from one to two hours each night in supervised study halls. The study halls for the older pupils have now been eliminated and the responsibility for his or her work placed upon the individual child. There remains a very brief study hall for pupils in the fourth and fifth grades (never over one hour) as we feel that these children do better work when their studying is done under supervision. If a teacher feels that one of the older children is not preparing his work as he should, she reports this fact to the Principal and the child is temporarily placed in a study hall. The advantages of this plan we feel are too obvious to to need further discussion. Finally, we mailed for the first time report cards to the parents. For financial reasons we could not send these cards each month but they were sent twice during the year, in February and again at the end of the

school year. The results of all of these changes have been most gratifying. Other changes more closely connected with the Educational Department are discussed in the Principal's report.

In residential schools for the deaf and the blind, children tend to become institutionalized. In order to overcome this they must be given opportunities to get away from the school and to mingle with people in the world about them. For several years parents have been encouraged to take their children home for the week-ends. The general use of the automobile and good roads make it possible for parents to come for their children and return them with little effort.

The school has many friends in Spartanburg who have been most thoughtful of our children. This thoughtfulness has brought untold pleasure and benefit to our boys and girls and has at the same time greatly helped us in our efforts to have our children mingle with the outside world. The Lions Club of Spartanburg has been unusually nice to us. On the night before the children left for their Christmas vacation the Club played Santa Claus to the whole school. Each child was given a large bag of candy, nuts, fruit etc. a toy of some kind and a useful article of clothing. There was music and all kind of fun and the night was thoroughly enjoyed by our children and, I believe, by the Lions. This same Club arranged for free admission for our children to three moving picture theatres in Spartanburg and each Tuesday a bus load of happy children attends a moving picture show. In as much as we have three shows to choose from we can usually select a picture suitable for the children who are attending. Our blind children seldom miss anything of a musical character in Spartanburg. During the past year they were guests of the Woman's Music Club, the Male Chorus, the Spartanburg Symphony Orchestra and attended numerous other recitals and entertainments given at Converse College. Our pupils are grateful for the chance to enjoy the musical opportunities afforded them and the school sincerely appreciates the thoughtfulness of those who issued the invitations.

Parties held at the school give the children an opportunity to mingle with each other. In the past our children's parties have been held at the end of each month and were attended only by those children who had received no demerits during the month.

Your Superintendent felt that this was not a good plan for it kept away from these parties the very type of child who needed most of all to be there. Wholesome pleasure and encouragement will often bring about marked improvement in a troublesome child. As rearranged the parties come only five times a year but they are attended by all of the children.

We believe that all of these things and many more of a like nature have had a wholesome influence on the school. Our children are having a good time while they are at Cedar Spring and to the writer that is very important.

Generally speaking with the exception of one department we are satisfied with the progress which the school is making. We have an excellent organization composed for the greater part of highly trained and experienced men and women. Each departmental head is thoroughly capable and can be depended upon to see that the department produces splendid results. We are not however, satisfied with our manual trades department or the work which we are doing there. For about ten years the school has been requesting a new building from the State without definite results. For something over two years we have been strenuously trying to secure P. W. A. funds for the same purpose. P. W. A. authorities in Washington have stated that this money will be available only after a test case has been brought in the State Supreme Court to test the validity of the bonds which the State will give the National Government in return for the money we hope to borrow. Such a case is now pending and we are hopeful of an early decision. Should the Supreme Court rule against us it will be necessary for the Legislature to provide funds for this new building. The present building is a disgrace to the school and to the State of South Carolina and we have reached the point where work of this type will have to be discontinued unless a new building is provided. May I add that I believe this work is as important as any done in the school. An education for the deaf and the blind is important but it is of little use unless that same boy or girl is taught a trade by which to make a livelihood.

For the administration of this school from July 1, 1936 to June 30, 1937 we request the following:

A-1. Salaries	\$43,032.75
A-2. Wages	6,500.00
A-3. Special Payments	675.00
B. Contractual Services	4,325.00
C. Supplies	29,235.00
D. Fixed Charges & Contributions	3,433.94
G. Equipment	1,100.00

Total (Maintenance)\$88,301.69

II. Permanent Improvements:

Industrial Trades Building	\$30,000.00
Bathrooms (3) for Boys' Dormitory	2,500.00

\$32,500.00

Grand Total\$120,801.69

I cannot close without expressing my appreciation to those who labor with me at Cedar Spring. From the most lowly servant to the heads of departments I am fortunate in having a group of efficient, loyal, courteous and hard working people who have the best interest of the school at heart. I wish to take this opportunity to express to them my appreciation for their faithful work at Cedar Spring. May I also express to each member of the Board of Commissioners my appreciation for the service you are rendering. Since I was appointed Superintendent I have many times gone to you for advice and counsel. You have always listened sympathetically to the problems of the school and your wise counsel and unerring judgment have been sincerely appreciated by your Superintendent.

LAURENS WALKER, Superintendent.

PRINCIPAL'S REPORT

If a school is to make regular satisfactory progress the Principal must have before her a definite clear-cut plan toward which she directs her energy and attempts to direct all other work, plans and programs. In a school for the deaf or the deaf department of a school for the Deaf and the Blind the course of study is of prime importance and for that reason during the past year teachers, the Supervising Teacher and

the Principal worked together in an effort to have our course of study as near perfect as possible. From numerous schools all over the United States we obtained different courses of study and all available information concerning the methods used and the results obtained. This information was studied by the several teachers in cooperation with the Supervising Teacher and the Principal in an effort to discover our own short comings. With only a few minor changes of a very technical nature we agreed to use, as we have done in the past years, the Course of Study at the North Carolina School for the Deaf as outlined by Miss Enfield Joiner, Supervising Principal of the school. We followed this outline very carefully through the first four grades and our changes in the higher grades consisted chiefly in the choice of books. In addition to Miss Joiner's outline we have taught and checked very carefully in the several classes Miss Edith Fitzgerald's Key System for teaching the English language. We did this in an effort to discover the weakness as well as the strength of our system.

The work which we have done leading to the improvement of our course of study very naturally falls into two divisions: the work in the first four years where there are practically no text books and the work in the eight remaining years where suitable text books must be adopted. In the lower grades at the beginning of the year we outlined definitely the work which we believed each teacher should accomplish with the average class in nine months. The teacher studied the work and for her own convenience further divided it into monthly and weekly assignments. Each day she prepared a written detailed report of the work completed by her class and this report she kept constantly on her desk available at all times. Once a week the Principal and the Supervising Teacher checked the progress of each class in an effort to determine even the slightest flaw in the course of study. If during the week there had been apparent failure, special attention, thought and study was given in order to find the cause. We watched daily the speech, the original work, the lip reading and the language in an effort to discover wherein our course of study was not meeting the needs of the average child.

In the higher grades we began our work by giving tests to try to find the points wherein the children of our school showed

weakness. We then studied the books which we were teaching and came to definite conclusions as to whether or not they were suitable. Constantly during the year we ordered sample books which we had reason to believe might prove helpful. We carefully studied these new books with the hope of finding the best and most teachable text for each grade. Toward the end of the year the Principal and the Supervising Teacher, with the help of the several teachers, prepared a definite and detailed outline of the work to be accomplished in each grade. The books for each grade have been selected and gradually next year we hope to be able to originate a satisfactory method of teaching and a detailed report of the way in which each book should be taught.

Closely connected with this comes the work which we have accomplished to encourage our children to read good books. During the past two years we have been able to obtain and study the course of reading as used at several eastern schools. We have now completed a course of reading for our own school and each teacher knows the definite requirements for her class. In the lower classes the work which required several months consisted of collecting materials and making charts for each room. For the benefit of the upper grades we studied the library and rearranged it to suit the needs of the children. Each teacher now knows the names and location of the books which should be read by her class.

In perfecting a course of study we felt that it was most necessary to work constantly for the professional growth and improvement of each teacher in the classroom. During the year the Supervising Teacher taught a course for the Primary teachers based on the "Teaching of Speech" by Miss Enfield Joiner. For the teachers in the advanced department she gave a course based on "Straight Language" by Miss Edith Fitzgerald. All of the teachers in the Primary Building enjoyed one day of observation at the North Carolina School for the Deaf in Morganton, N. C. Each teacher was required to have on her desk each morning a definite, complete and detailed account of her work for the day. These plans were constantly criticized by the Supervising Teacher who consulted the Principal and felt free to make numerous suggestions. At regular intervals during the year we examined the classes in an effort

to discover certain weak points in the general plan of teaching. These weaknesses were demonstrated and discussed before the group teachers' meetings and together we sought for improvement. The Principal outlined for each teacher a general method to be used in grading her pupils and we now believe that these general rules have brought about improvement.

The ultimate success of any school depends upon the work done by each child and during the year we have spent much time studying the individual child, his failures, his accomplishments and his problems. At the beginning of the year we tested carefully each child in an effort to be sure that he had been placed with the right group of children. This led us to a study of the bright child, the slow child and the one who appeared to be a misfit. For the bright child the teacher prepared extra work after a consultation with the Supervising Teacher. Especially during the first part of the year we gave extra time to the child who was falling behind his class. During the morning hours he worked along with his class but in the afternoon either his own teacher or the Supervising Teacher gave him special instruction which was continued as long as it proved beneficial. If the child attended study hall special work was prepared for him by the teacher in an effort to correct his weakness. In connection with this work the Principal and Supervising Teacher checked carefully the weekly grades of each child in each subject in an effort to note either failure or improvement. Constantly we went from room to room, gave tests and worked with the teacher in an effort to be sure that each child was developing his ability to reason instead of relying on his memory. Quite often we tested in each class the work of a previous month and this gave us definite information concerning the progress of each child. If for any reason we were not satisfied either with the teaching or the learning we placed this child's name on our list of special problems and felt that we were justified in giving him extra time and attention.

In the Blind Department of our school as in the Deaf Department we have worked along three definite lines:—(1) A study of the individual child and his problems (2) a study of public school methods and their adaptability to our school (3) the selection of a more suitable course of study.

We began our work with the individual child by a careful study of his daily grades and a comparison with those of the previous year. This study enabled each teacher to divide her pupils into three groups:— the slow children, the average children, and the bright children. For the bright child the teacher or Principal supplied extra work such as parallel reading, research in the library, and additional time in the music department. In an effort to understand the slow child we sought the cause of his failure. In some instances we believed it to be physical and with the advice of a physician we arranged for the teacher in the physical education department to give him special time and attention. When we found that a child was slow because of his mental condition, both Principal and teacher worked with him sometimes with the group but more often as an individual. We watched his progress or lack of progress in each subject and gave him various tests in an effort to understand the child and decide how he should be educated. We believe that our work with the slow child has enabled us not only to give him better instruction but has also greatly effected certain changes which we expect to make next year.

During the year our teachers pursued a study of public school teaching in an effort to glean from this work numerous ideas and methods which might prove beneficial if wholly or partly adopted by our school. Under the general subject of "Progressive Education" we studied in our teachers' meetings three text books: "Problems in Class Room Management" by Brown, "Ways to Better Teaching in the Secondary School" by Fontaine and "Teaching the Elementary Curriculum" by Davis. We also used numerous other available texts for references. In connection with our study we undertook and developed projects in several different classes but we were hampered in this work by a lack of material. We hope with additional funds to pursue this method more thoroughly next year. In an effort to discover the most successful methods each teacher kept a careful record of the work accomplished by the individual as well as the class under certain definite conditions. We look forward with much pleasure to continuing next year all of the work of this kind which has been begun.

Our work in the selection of a more suitable course of study for our blind children has extended over a period of several

months because we have tried to be thorough in it and to have a definite reason for every change. At the beginning of the year we secured from several schools for the blind a detailed copy of their most recent course of study. Each of these plans and outlines we studied and discussed with the individual teachers and in group teachers' meetings. Then we attempted to become familiar with the course of study in every grade of one of the leading public school systems of our State. We did this by gathering material, by holding conferences with the heads of departments and by studying and discussing with our teachers the numerous books used in the public school system. Next we began a careful and systematic study of the books used here at this school in an effort to determine in each instance whether or not a change would be an improvement. With each teacher we studied and discussed the strength and weakness of each book which she taught. If we felt that a book was entirely satisfactory we kept it in our course of study but in numerous instances we discarded the old text because we expected to obtain a better one. We then studied as carefully as possible and sought information concerning the text books which we are able to secure in braille. All of these books come from the American Printing House for the Blind and are furnished without cost to the school by the United States Government. After this work we prepared for next year a definite course of study for the entire school from the first through the eleventh grade. The new braille books have been ordered and will be in use when school opens in September. We have also made a list of certain ink print books which we hope to order and which we believe will prove helpful to the teachers in planning, preparing and teaching the work required in the several grades next year. We have arranged our course of study so that the children in the high school will be divided into two separate groups: (1) those who do not expect to continue their studies in college and (2) those who expect to enter some institution of higher learning. The children in the first group will receive credit for typewriting, music, domestic science etc. and those in the second group will take a classical course which includes all college entrance requirements.

In both the Deaf and the Blind Departments of our school we believe that we have made certain changes and improvements

during the year which have already produced satisfactory results. In numerous other instances, however, we have merely laid the foundation for work which we believe will be accomplished in the months and years to come. Progress in the education of the deaf or blind child must of necessity be slow and gradual but we hope that we now have a solid foundation upon which to build our future progress.

LOUISA WALKER, Principal.

REPORT OF MUSIC DIRECTOR

From a general school enrollment in the Blind Department of seventy-three students, the piano department has maintained a steady average of forty-two pupils. This we consider an unusually large percent, since we do not admit children of first grade work to this department, and also, because obviously there are a number of students who are unfitted for the work.

We have always stressed the study of piano as our major objective, since a correct appreciation of it is an aid to a deeper knowledge and a keener appreciation of other musical instruments.

The following subjects are available to students: piano, organ, violin, voice culture, choral classes, staff notation, piano tuning and repairing, theory and harmony.

In addition to the forty-two students enrolled in piano, other departments maintained a general average as follows: violin—ten, tuning—seven, choral classes—primary and advanced—thirty-five.

All piano students are required to study harmony, either in its primary or advanced stages.

Of course all piano students are expected to acquire a practical knowledge of staff notation.

The physical equipment of the department is in good condition, considering the constant pressure to which it is daily subjected.

A small school orchestra was started last year, and we hope to enlarge and more nearly perfect this work during the coming session. We find it a source of inspiration and help to our students.

It is the constant endeavor of the teachers in charge of our music to study new methods, new thought, and new equipment, thus increasing from year to year the general efficiency of our department.

W. W. DONNARD, Music Director.

REPORT OF THE DENTIST

Tuesday and Thursday afternoons of each week are Dental days. Each student is required to visit the Dental Office at least twice during the school term. They are given a routine examination and all necessary work is done to keep the oral cavity in proper condition. Therefore the children of this institution are not handicapped by having any unnecessary dental pains.

The following is a record of work done during the 1934-35 session.

Amalgum fillings	225
Copper cement fillings	25
Porcelain fillings	10
<i>Extractions:</i>	
1. Wisdom teeth	9
2. Other permanent teeth	6
3. Deciduous teeth	62
Gum treatments	45
Silver nitrate treatments	75
Prophylaxis treatments	102

CURTIS GENTRY, D. D. S.

PHYSICIAN'S REPORT

In comparison with children of a similar age group in private home life we can consider the children at Cedar Spring as healthy. Although 323 children were admitted to the infirmary many of these were for minor ailments and observation which would not demand hospitalization if they were not in an institution. The days lost from active school work were comparatively few and although several children were ill all survived.

There were 63 cases of mumps, 12 malaria, 3 pink eye, 2 appendicitis, 2 lobar pneumonia, 1 empyema which was operated, 1 encephilitis (sleeping sickness) 1 scarlet fever, 1 hookworm, 3 colitis. The only accident of any gravity was a broken nose.

The average gain in weight was slightly over one pound per month which is above normal for the average ages of the children.

D. L. SMITH, SR., Physician.

ENROLLMENT

WHITE GIRLS

Deaf	80
Blind	26

WHITE BOYS

Deaf	86
Blind	49

Total (White)	241
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COLORED GIRLS

Deaf	17
Blind	10

COLORED BOYS

Deaf	19
Blind	18

Total (Colored)	64
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Grand Total	305
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SUMMARY

Girls	133
Boys	172

Total	305
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FINANCIAL STATEMENT FROM JULY 1, 1934
TO JUNE 30, 1935.

Balances July 1, 1934

Citizens and Southern Bank

Maintenance Account	\$ 1,198.41
Special Account	291.68
Beneficiary Account	415.83

Total	\$ 1,905.92
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RECEIPTS

Balance July 1, 1934	\$ 1,905.92
Maintenance—State Appropriation	75,000.00
Miscellaneous—(Special Account)	1,165.71
Tuition	555.00
Interest Coupons—(Beneficiary Fund)	720.00
Tapping Water Main	100.00
Central National Bank (Closed) "M" Account..	.55
Total	\$79,447.18

EXPENDITURES

Maintenance	\$75,035.34
Miscellaneous (Special Account)	1,327.78
Beneficiary Fund	863.81
Balance June 30, 1935	2,220.25
Total	\$79,447.18

Balances June 30, 1935

Citizens & Southern Bank

Maintenance Account	\$ 1,818.62
Special Account	104.13
Beneficiary Account	272.02
Cash in Office	25.48

Total	\$ 2,220.25
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BENEFICIARY ACCOUNT

Bonds on hand:

6 County of Greenville—City View Water and Sewer 6% Due 1969—Due date of interest Feb- ruary and August 1st.	\$ 6,000.00
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4 County of Greenville—Greater Greenville Sewer District 4½% Due 1967—Due date of interest May and November 1st.	\$ 4,000.00	
3 Town of Pickens—6% Due 1944—Due date of interest May and November 1st.	\$ 3,000.00	
Total	\$13,000.00	
Statement of funds in closed banks:		
First National Bank		
Maintenance Account (Revolving Fund)	\$ 3,999.86	
December 24, 1932—10% Dividend ..	\$399.98	
December 19, 1933—20% Dividend ..	799.97	1,199.95
Balance		\$ 2,799.91
Special Account (Including General Account) ..		792.25
December 24, 1932—10% Dividend	\$ 79.22	
December 19, 1933—20% Dividend	158.45	237.67
Balance		\$ 554.58
Total Balance June 30, 1935 First National Bank		\$ 3,354.49
Central National Bank		
Maintenance Account:		
December 23, 1933—30% Dividend	\$ 0.66	\$ 2.20
March 25, 1935—25% Dividend	0.55	1.11
Balance		\$ 1.09
Special Account		\$ 136.26
December 23, 1933—30% Dividend	\$ 40.88	
March 25, 1935—25% Dividend	34.06	74.94
Balance		\$ 61.32
Total Balance June 30, 1935 Central National Bank		\$ 62.41
Total all closed banks June 30, 1935		\$ 3,416.90

WHITE DEAF CHILDREN

Doris Askins	Florence	Edgar Childers	Sumter
Bennie Atkinson	Dillon	Marshall Culpepper	Anderson
Syble Allen	Laurens	Durell Culpepper	Anderson
Hughey Anderson	Greenwood	Hugh Davis	Greenville
Jason Ammons	Chesterfield	Marvin Dukes	Orangeburg
Jewell Ammons	Chesterfield	Ruth Drawdy	Orangeburg
Elizabeth Amaker	Orangeburg	Hazel Dykes	Lexington
Sarah Anderson	Spartanburg	Rudolph Dean	Laurens
Earnestine Alford	Horry	Elsie Durham	Anderson
James Bates	Anderson	Gordon Ethridge	Orangeburg
Lillian Black	Colleton	Thomas Fail	Bamberg
Monroe Benton	Horry	Whilden Floyd	Greenville
Griggs Benton	Horry	Victor Galloway	Marlboro
Sadie Boyd	Barnwell	Everette Gaston	Florence
Joe Bass	Chesterfield	Juanita Gooding	Hampton
Jesse Bass	Chesterfield	Reba Graham	Marion
Lucile Bass	Chesterfield	Albert Gibson	York
Vernon Bell	Aiken	Calvin Gregory	Spartanburg
Ralph Barnes	Colleton	Dora Belle Garrett	Laurens
Marie Barnes	Colleton	Inez George	Cherokee
Evelyn Brown	Marion	Lucy Gatch	Colleton
Louise Brown	Marion	Jesse Green	Chesterfield
Alfred Brown	Cherokee	Claude Griffin	Lancaster
Earl Brown	Spartanburg	Franklin Grainger	Horry
Bessie Boiter	Spartanburg	Alfred Garick	Orangeburg
Edna Boiter	Spartanburg	Edna Hammond	Marion
Helen Briggs	Sumter	Mildred Hair	Sumter
Eugenia Broome	Richland	Alice Heise	Richland
Joseph Bowling	Greenville	Haskell Harden	Oconee
Gwendolyn Berry	Spartanburg	John Hackett	Charleston
Robert Berry	Orangeburg	Mary Hubbard	Marlboro
Mildred Brant	Orangeburg	Wilburn Hilton	Charleston
Francis Brant	Allendale	Pauline Hopkins	Spartanburg
Harry Brant	Allendale	Adjer Hawkins	Greenville
Haskell Blanton	Cherokee	Helen Heath	Aiken
Mozelle Byrum	Anderson	Calvin Hill	Newberry
Katherine Cantey	Florence	Delma Horne	Edgefield
Marvin Carter	Colleton	Ethel Haselden	Berkeley
Robert Carter	Colleton	Janice Hilton	Chesterfield
Frank Coltrane	Chester	Iva Dean Hines	Sumter
Sarah Cherry	Sumter	Pet Johnson	Horry
Ellis Cashwell	Florence	Julia Jones	Kershaw
Carolyn Campbell	Florence	Myrtis Jones	Richland
William Cooper	Spartanburg	Charles Kendrick	Greenville
Eloise Creech	Bamberg	Thomas Kinard	Newberry
Nell Couch	Pickens	Ray Kinard	Newberry

WHITE DEAF CHILDREN—Continued

Leon Kyzer	Lexington	David Risher	Marlboro
Marvin Likes	Charleston	Louise Rogers	Marion
Buford Langley	Marlboro	Walker Robinson	Hampton
Gerald Livingston	Aiken	Carlisle Saunders	Charleston
Rosa Lee	Darlington	Frank Shealy	Richland
Lloyd Ligon	Chester	Freddie Stephenson	Allendale
Thomas Ligon	Chester	Vernell Segrest	Orangeburg
Vick Loftis	Spartanburg	Lorena Spell	Dorchester
Mary Mooneyham	Richland	J. B. Smith	Oconee
Mattie Massebeau	Cherokee	Neal Smith	Chesterfield
Isabel Martin	Greenwood	Sam Smith	Laurens
Pierce Mason	Lancaster	Beady Smith	Marion
Thelma Morse	Richland	Oliver Sox	Richland
Carl Moats	Anderson	Emerson Stroud	Horry
David Mitchum	Clarendon	J. C. Stroud	Greenville
Reba Mole	Hampton	O. W. Shirley	Spartanburg
Carrie McDonald	Chesterfield	Earl Tate	Greenville
James McAllister	Florence	Evelyn Taylor	Laurens
Millie McCullen	Florence	Sadie Taylor	Laurens
Charles Oliver	Chesterfield	Gladys Tillotson	Spartanburg
Faye Outlaw	Kershaw	Wade Teal	Chesterfield
Thomas Owens	Charleston	Luther Thompson	Charleston
Mattie O'Dell	Pickens	Orie Lee Terry	Edgefield
Nell Peeples	Hampton	Neta Belle Trotter	Greenville
J. B. Platt	Dorchester	Elizabeth Warren	Charleston
Evelyn Petrie	Spartanburg	Marie Warren	Charleston
DeVeaux Parker	Florence	Allen Wilson	Kershaw
Ryland Price	Lexington	Clyde Wilson	Greenville
Louise Pigate	Florence	Charlie Wimberly	Orangeburg
Charles Pollock	Charleston	Elizabeth Wimberly ..	Orangeburg
Lizzie Mae Powell	Horry	Haze Weeks	Aiken
Madia Riddle	Laurens	Allen Wight	Charleston
Dorothy Riddle	Laurens	Lizzie Mae West	McCormick
James Roberts	Colleton	Sadie Warren	Orangeburg
Hubert Rhinehart	Spartanburg	Retha Williams	Charleston
Carl Robinson	Greenville	Thomas Woodruff	Anderson
Reuben Reeves	Pickens	Mattie Lee Young	Greenville

WHITE BLIND CHILDREN

Joye Anderson	Richland	Nettie Bonnett	Lexington
Leroy Ashe	Union	Edna Bonnett	Orangeburg
Simon Barnett	Berkeley	Anderson Bishop	Berkeley
Frederick Baskin	Kershaw	Eugene Campbell	Anderson
Hosea Beaver	Lancaster	Edith Carter	Colleton
Max Bonner	Spartanburg	Bertha Carabo	Marlboro
Lee Ballenger	Greenville	William Cathey	Anderson

WHITE BLIND CHILDREN—Continued

Forrest Cathey	Anderson	Esther Mosley	Spartanburg
Julian Cook	Sumter	Estelle Mosley	Spartanburg
Frances Crawford	Spartanburg	Robert Oglesby	Spartanburg
Fred Lee Crawford ...	Spartanburg	Henry Owens	Spartanburg
Eldridge Clark	Chesterfield	James Parks	Greenville
Mary Couch	York	Frances Putnum	Spartanburg
T. D. Christopher	Greenville	Lorick Padgett	Lexington
W. J. Cockfield	Florence	Joel Parr	Greenville
Earl Capps	Marion	Bennie Phillips	Berkeley
Mayola Camp	Cherokee	Paul Price	Spartanburg
J. T. Catoe	Kershaw	Keith Price	Spartanburg
J. C. Drawdy	Bamberg	Floree Price	Spartanburg
Sarah Disher	Sumter	Ivy Porter	Charleston
Keith Duncan	Spartanburg	Henry Riley	Hampton
Mary Frye	Lexington	Grady Roach	Pickens
Virgie Fulmer	Aiken	Oram Rochester	Greenville
Leroy Fogel	Charleston	Elizabeth Shrum	Laurens
Frances Gallman	Union	Diaz Stasny	Anderson
B. D. Gallman	Union	Floyd Saville	Greenville
Roy Green	Spartanburg	Woodrow Simmons .	Williamsburg
Jack Huthmacher	Charleston	Charles Simmons ...	Williamsburg
Lucile Henderson	Pickens	Nell Stevens	Greenville
Ann Hydrick	Orangeburg	Ola Starnes	York
Thomas Ingram	Chesterfield	Sara Lee Stewart	Richland
Grover Jones	Spartanburg	Mary Turner	Cherokee
Robert Lawson	Spartanburg	Monroe Tucker	Barnwell
Frontis Lown	Lexington	Marshall Tucker	Dorchester
Nancy Martin	Anderson	DeFoix Tramel	Spartanburg
Clindenin Martin	Spartanburg	Harley Wooten	Greenville
Mary Martin	Pickens	Ruth Weeks	Spartanburg
Coleman Moore	Spartanburg		

COLORED DEAF CHILDREN

Benjamin Addison	Florence	Louisa Gray	Chester
Jesse Addison	Sumter	Evelyn Hamilton	Florence
Freddie Anderson	McCormick	Leroy Hickman	Lee
Sherman Anderson	McCormick	Lunette Herndon	Spartanburg
Roland Alford	Darlington	Gladys Isaac	Sumter
David Baxter	Orangeburg	Andrew Jackson	Greenwood
Ed Byrd	Union	Lucinda Jones	Lexington
A. M. Blandon	Greenville	Josh Jones	Aiken
Willie Mae Chisholm	Chester	Evander Johnakin	Marlboro
Eva Crim	Fairfield	Blanche Johnson	Oconee
Donella Collier	Florence	Johnie Kennedy	Williamsburg
J. D. Dixon	Marion	William Lawson	Bamberg
Margaret Alice Green	Richland	Minnie Lou Parks	Spartanburg

COLORED DEAF CHILDREN—Continued

Theoperus Outin	Richland	Richard Shelton	Spartanburg
Cathaline Richardson	Sumter	Simpson Styals	Spartanburg
Ruth Richardson	Laurens	Joseph Williams	Allendale
Anna Rayford	Spartanburg	Marie Windbush	Newberry
Gertrude Robinson	Charleston	Leonard Worthy	Union

COLORED BLIND CHILDREN

Floyd Anderson	Aiken	Tommy Hill	Laurens
Robert Anderson	Aiken	Cleavous Holmon	Newberry
Roosevelt Askew	Charleston	Lena Margaret Hunter	Oconee
Edna Baker	Sumter	Eloise Lunn	Darlington
Ruth Brown	Chester	Leroy Moss	Greenwood
Arthur Brown	Edgefield	Robert McDowell	Kershaw
John Marion Brown	Beaufort	Dorothy Palmore	Aiken
Josephine Bryant	Berkeley	Lonnie Robinson	Florence
Allen Clary	Charleston	Samuel Roper	Charleston
Sam Cunningham	Fairfield	Lonnie Smith	Saluda
Roger Goodman	Aiken	Cremo Washington	Chester
Robert Goodman	Aiken	Almena Willis	Marion
Mary Frasier	Charleston	Janie Woods	York
Rives Hankerson	Aiken	Lucius Woods	York

GENERAL INFORMATION

On the twenty-second of January 1849 the Rev. Newton Pinckney Walker opened as a private institution the first school for the deaf in South Carolina. During 1848 he had spent a few months at the Georgia School for the Deaf preparing himself for this special work. He had become interested in teaching the deaf, due to the fact that his wife had two brothers and a sister who were deaf. In 1855 a department for the blind was added and in 1857 the school changed from a private enterprise to a State owned institution.

During its early years and especially during the Civil War and the lean years which followed, the growth of the school was slow. The founder died on November 13, 1861, but his work was carried on by members of his family and his associates until election of his son, Dr. N. F. Walker, as superintendent a few years later.

The above gives some idea of the first years of this school. Today the school is greatly changed. In place of the original building we have an excellent plant with all modern conveniences. Our student body has grown until there are about three hundred children here during the school year, with a faculty of thirty-two teachers and instructors. In 1927 Dr. N. F. Walker was succeeded by his son, Dr. W. Laurens Walker, who in turn has been followed by his son, W. Laurens Walker, Jr.

This is a State school for the deaf and the blind. Any deaf or blind child between the ages of six and twenty-one of sound mind and body whose loss of hearing or sight prohibits him from attending the public school system is eligible for admittance. His parents or guardian must be residents of South Carolina. To those unable to pay tuition the only expense attached is for traveling expenses and clothing. A tuition fee of forty dollars a year must be paid by parents who are financially able to do so. Each year the school is opened about the middle of September and runs for nine scholastic (four weeks) months. There is a Christmas vacation of about two weeks at which time all children are required to return to their respective homes.

